R E P O R T R E S U M E S

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STRENGTHENING THE COLLEGE LIBRARY.

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A COMMITTEE AT HENRY FORD COMMUNITY COLLEGE WAS ESTABLISHED TO STUDY THE LIBRARY, FORMULATE AN EVALUATION, AND DEVELOP A SERIES OF RECOMMENDATIONS ISSUING OUT OF AND BASED ON THE STUDY. THE COMMITTEE USED THE JUNIOR COLLEGE LIBRARY STANDARDS AS THE INSTRUMENT FOR JUDGING THE LIBRARY PROGRAM. FROM EACH OF THE EIGHT SECTIONS OF THE STANDARDS, THEY DEVELOPED A SERIES OF QUESTIONS. WITH THIS SERIES, THE COMMITTEE STUDIED AND EVALUATED THE COLLECTION, POLICIES, FACILITIES, AND ADMINISTRATIVE PROCEDURES OF THE LIBRARY. SUCH A DEVICE IS VALUABLE IN (1) CALLING ATTENTION TO PROBLEMS, (2) PROVISION OF CLEAR, CONCISE, READILY AVAILABLE DATA FOR ADMINISTRATIVE DECISIONS, (3) PROVISION OF A BASIS FOR ACCREDITATION SELF-STUDIES, AND (4) OFFERING DATA CONCERNING NEEDS, ESPECIALLY TO PROVIDE COLLEGE SPONSORS. THE QUESTIONS ARE ARRANGED IN CATEGORIES--(1) FUNCTIONS, (2) STRUCTURE AND GOVERNMENT, (3) BUDGET, (4) STAFF, (5) COLLECTION, (6) FACILITY, (7) QUALITY OF SERVICE AND ITS EVALUATION, AND (8) INTERLIBRARY COOPERATION. THIS DOCUMENT IS PUBLISHED IN "IMPROVING COLLEGE AND UNIVERSITY TEACHING," VOLUME 12, NUMBER 2, SPRING 1964. (WO)

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Strengthening the College Library

"We feel that an improved library does indeed have a very decided effect upon the quality of teaching done on a college campus" declare the authors of the following article which reports on use of A.L.A. Standards in developing a junior college library. Mr. Tanis (A.B., Calvin College; M.A.-L.S., M.A., Michigan) is librarian and Dr. Jacobs (B.A., Central Michigan; M.A., Michigan; Ed.D., Wayne State) is instructor in political science and chairman of faculty library committee at Henry Ford Community College.

By **NORMAN E. TANIS**
KARL J. JACOBS

A SKETCH of the library evaluation and the series of questions that the Committee consructed at the Henry Ford Community College may be helpful to other junior colleges interested in implementing the new Standards.

Standards for junior college libraries have been the subject of considerable discussion and concern in the last few years. Many groups, including librarians, the American Library Association, and college teachers and administrators have been extremely interested in the formulation of these much needed Standards. When the A. L. A. Junior College Library Standards[1] were completed and published, the first step toward meeting this very real need was met.

Mere publication and distribution of the standards is only the beginning. The Standards become useful and meaningful to each individual junior college library only when an institution purposefully evaluates its own library in relation to the standards and then proceeds to remedy any deficiencies. A self-study of a library is here presented.

[1] "ALA Standards for Junior College Libraries," *College and Research Libraries,* XXI (May, 1960), pp. 200-206. These Standards are also printed in *American Library and Book Trade Annual: 1961* (New York: R. R. Bowker Company, 1960), pp. 125-132. Copies of the Junior College Library Standards are also available from the American Library Association, 50 E. Huron St., Chicago 11, Illinois.

As a first step, the Chairman of the faculty-library committee appointed a ten-member subcommittee to study the library, formulate an evaluation, and develop a series of recommendations issuing out of and based on the study.

The members of the subcommittee included a broad representation of the divisions of the college. For example, the head of the art department was chairman, the two librarians, chairman of social science, representatives from the English, history, political science, and business and economics departments, and the assistant dean in charge of curriculum. Some of the subcommittee members were from the larger faculty-library committee. Some members were chosen because they had shown special interest in the future of the library or had special knowledge and experience to contribute. For example, one is a member of the Dearborn Public Library Commission, another is especially interested in historical records and documents, others had visited junior college libraries in the state and had some background in comparing library collections, facilities, and administrative procedures. All the subcommittee members worked capably and with real interest.

The subcommittee decided to use the A. L. A. Junior College Library Standards as the logical instrument against which to measure the effectiveness of the library. Each member was given a copy of the new standards.

The subcommittee decided that the best method of attack was to formulate from each of the eight sections of the standards a corresponding series of questions which could be answered briefly by a yes or no. Some kinds of simple, qualified answers were also permitted, if necessary. Complicated issues were subordinated as footnotes so that the uninitiated reader could quickly grasp the main points in his first cursory reading of the report without being bogged down by a welter of detailed explanations. The eight divisions of the standards were assigned to subcommittee members to break down into questions.

These series of questions were then used to study and evaluate the collections, policies, facility, and administrative procedures of the library. Many of the meetings were held in the library itself, where the answers to most of the questions were close at hand.

The completed report listed at the beginning,

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in order to gain immediate attention, fourteen major recommendations. The rest of the report was divided into the eight sections of the standards, each section containing from 8 to 29 questions. Two columns were placed at the right of each question. The answers in the first column indicated by a simple yes or no whether or not this policy, procedure, or standard listed in the Junior College Library Standards was being carried out by our library at the time. The answers in the second column, when answers appeared in it, indicated that the subcommittee recommended that this policy, procedure, or standard be carried out. Following each group of questions and answers were the footnotes and the recommendations. The footnotes contained qualifications and explanations to certain answers. The recommendations were formulated after careful examination of all the answers in each section of the Standards.

After a full year of careful study and evaluation, the subcommittee presented its report to the faculty-library committee. The latter spent four meetings discussing the report and made some important revisions and additions. After acceptance by the faculty-library committee, the evaluation of the library was mimeographed and distributed to the entire faculty and administration.

Putting the recommendations into action is now the next step. This, of course, will take time, effort, and patience.

Even before such a self-study achieves its goal of remedying deficiencies, there are still several worthwhile results that can be accomplished at this point. First of all, the report will point toward some obvious solutions simply by exposing the problem and by bringing it into clearer focus. Secondly, the self-evaluation of the library will give the college administrator the benefit of clear, concise, readily available data. Because it expresses many different points of view, it has reliability and impartiality. It will give him a factual working knowledge of library needs and problems and ample data to present to the governing board or trustees in order to justify additional library expenditures or personnel or policy changes. Moreover, this evaluation will alert the faculty to the manifold problems of the library in their proper context and order of priority. Such a report, moreover, could well provide the basis for planning a new library facility. Then, too, such a self-study of the library would prove very useful to any group examining the needs and formulating the long range plans of the college. It can form the basis of the self-study which many regional accrediting agencies require of colleges in the continuing process of re-evaluation. Finally, the report would be advantageous to a private junior college in that it would give concise, factual, and reliable data on library needs to those who regularly support the college or who are interested in making a special financial contribution.

With some slight editing, the eight series of questions are appended.

	I. Procedure, standard, or policy being carried out	II. Procedure, standard, or policy recommended
I. Functions of the Junior College Library	I	II
1. Does the library have a written statement of its philosophy?	.....	.....
2. Is publicity given to the library services available to faculty and students?	.....	.....
3. Does the library serve as a teaching agency, providing bibliographic advice to the faculty and orientation lectures for the students?	.....	.....
4. Does the library provide reading guidance and reference service?	.....	.....
5. Does the library assist the counseling program by providing occupational and vocational materials?	.....	.....
6. Does the library serve as the center of community affairs in connection with adult education and other cultural efforts?	.....	.....
7. Is the college library the center for curricular materials?	.....	.....
8. Is the college library the focal point for the cultural life on campus?	.....	.....

	I. Procedure, standard, or policy being carried out	II. Procedure, standard, or policy recommended
II. Structure and Government of the Library	I	II
1. Is there a chief librarian directly responsible to the chief administrative officer of the college?	.....	.....
2. Does the library committee of the college's board of control have its duties and authority clearly defined?	.....	.....
3. Is the chief librarian consulted by the college dean or president on the budgetary needs of the library prior to the final decisions by the institution's board of control?	.....	.....
4. Is any change in budget or any other administrative ruling affecting the welfare of the library made only after careful discussion with the chief librarian?	.....	.....
5. Is the chief librarian represented on the curriculum or academic policy committee?	.....	.....
6. Does the chief librarian have department head status?	.....	.....
7. Is the professional library staff appointed by the chief administrative officer of the college on the recommendation of the head librarian?	.....	.....

	I. Procedure, standard, or policy being carried out	II. Procedure, standard, or policy recommended
8. Is the library staff responsible to the chief librarian?	.....	.....
9. Has the chief librarian planned the internal structure of the library administration with clear-cut job descriptions for each staff member?	.....	.....
10. Is there frequent consultation among library staff members concerning library policy and procedures?	.....	.....
11. Is there a Faculty Library Committee?	.....	.....
12. Does the Faculty Library Committee include representatives of the various divisions of the college?	.....	.....
13. Does the Committee consist of both senior and junior members of the faculty?	.....	.....
14. Are the members of the Committee chosen carefully for their demonstrated interest in the library beyond their own departmental concerns?	.....	.....
15. Does the chief librarian serve as chairman or as secretary of the Faculty Library Committee?	.....	.....
16. Does the Committee function in an advisory capacity to the librarian?	.....	.....
17. Does the Committee serve as a connecting link between the library and the faculty as a whole?	.....	.....
18. Does the Committee avoid the practice of concerning itself with details of library administration?	.....	.....
19. Is there a Student Library Committee?	.....	.....
20. Does this Committee serve as a liaison agent between the student body and the library?	.....	.....
21. Does the library staff keep statistical records which elucidate the use, services, and acquisitions of the library?	.....	.....
22. Do such records follow the proper form as requested by the United States Department of Health, Education, and Welfare, by the regional accrediting association, and by the Association of College and Research Libraries?	.....	.....
23. Is there an informative and well-conceived annual report to the administrative officers of the college?	.....	.....
24. Is this report an effective instrument to appropriately publicize the accomplishments of the library service, as well as the librarian's ideas for its future development?	.....	.....

III. Library Budget

	I	II
1. Are the library budget needs determined by the library collection, size of faculty, size of student body, variety of subject fields, and spread of subject fields?	.....	.....
2. Is the library budget at least 5 percent of the total educational and general budget of the college?	.....	.....
3. Is the library well established with an adequate collection?	.....	.....
4. Are provisions made for augmenting the budget if the student body increases, if new courses are offered, or if responsibilities for audio-visual materials are added?	.....	.....
5. Is the library budget projected in order to cover a period of years?	.....	.....
6. In the library budget, is a minimum of twice as much expended for salaries as is expended for books?	.....	.....
7. Is the library attempting to achieve a balanced collection, to correct deficiencies, and to plan for future needs?	.....	.....
8. Is the library budget augmented to take care of an audio-visual program?	.....	.....

IV. Library Staff

	I	II
1. Are the professional librarians chosen on the basis of training and experience in library service at the college level?	.....	.....
2. Are the professional librarians obliged to devote a substantial part of their time to clerical duties?	.....	.....
3. Is a professional librarian on duty at the library at all times?	.....	.....
4. Are there at least two professional librarians on the college library staff?	.....	.....
5. Does the size of the library warrant one or more nonprofessional staff members?	.....	.....
6. Are an adequate number of student assistants provided to help operate the library?	.....	.....
7. Do the professional librarians have faculty status?	.....	.....
8. Do the professional librarians have a graduate library degree?	.....	.....
9. Do the professional librarians have a second or third matser's degree or even a Ph.D. degree?	.....	.....
10. Do the librarians have enough time to devote to instruction in the use of the library, to advise the faculty on bibliographic matters, to serve on college committees, and to concern themselves with other academic problems?	.....	.....

V. Library Collection

	I	II
1. Are the books, periodicals, pamphlets, magazines, and micro-publications selected and organized efficiently?	.....	.....
2. Is the library collection made up of books and other materials, which are both contemporary and representative of our cultural and intellectual heritage?	.....	.....
3. Is the reference collection complete and up to date?	.....	.....
4. Are there an adequate number of periodical indexes?	.....	.....
5. Are there enough outstanding subject bibliographies in the library?	.....	.....
6. Are the periodical and newspaper collections well-balanced?	.....	.....
7. Are there permanent files of major newspapers covering world, national, regional, and local news?	.....	.....
8. Are attempts at censorship of the library resisted?	.....	.....
9. Is there an attempt in the library collection to present more than one side of a controversial issue?	.....	.....
10. Has the library ever removed from its shelves any book because it was reported to be "controversial" or because its author was in bad moral or political repute?	.....	.....
11. Does the library have a written book selection policy as the American Library Association so strongly recommends?	.....	.....
12. If a junior college library servicing an institution of one thousand students should have a minimum collection of 20,000 volumes, exclusive of duplicates and textbooks, what size collection ought this library to have? 20,000 ?	.....	.....
25,000 ?	.....	.....
30,000 ?	.....	.....
35,000 ?	.....	.....
40,000 ?	.....	.....
45,000 ?	.....	.....
50,000 ?	.....	.....
more?	.....	.....

	I. Procedure, standard, or policy being carried out	II. Procedure, standard, or policy recommended
13. Is the rate of growth of the library collection sufficient to attain this goal?	.....	.....
14. Is a continuing evaluation of the library collection being made?	.....	.....
15. Is the library collection supplemented by government documents and pamphlets?	.....	.....
16. Is the program of purchasing out-of-print books an integral part of the book-purchasing policy of the library?	.....	.....
17. Is the library collection augmented by xerography copies, micro-texts, and microfilms?	.....	.....
18. Does the library avoid buying too many textbooks and duplicates?	.....	.....
19. Is the collection constantly "weeded" to eliminate obsolete material?	.....	.....
20. Is there a written policy in the library about the conditions under which gifts are accepted?	.....	.....
21. Is the library collection fully organized for use?	.....	.....
22. Does the card catalog follow the Library of Congress and American Library Association cataloguing codes as standards?	.....	.....
23. Does the main card catalog serve as a central, unified catalog for the entire library collection, no matter where it is housed—whether in the library itself, in individual classrooms, in departmental offices, or in the offices of individual teachers?	.....	.....
24. Are materials classified by means of an accepted scheme in general use such as the Dewey decimal or the Library of Congress classification system?	.....	.....
25. Is the card catalog being kept up to date with new subject headings and terminology?	.....	.....
26. Are the audio-visual materials housed and administered by the library?	.....	.....
27. Are provisions made for an additional staff member and an additional budget allotment to handle the audio-visual program?	.....	.....
28. Are audio-visual materials adequately indexed and carefully administered?	.....	.....

VI. Library Facility

	I	II
1. Will the library quarters provide shelf space for a period of time equal to the time span used in planning the other campus facilities?	.....	.....
2. Is the library in a centrally located area?	.....	.....
3. Does the library provide ample space for special materials, such as current periodicals, maps, pictures, art books, films, records, tapes, archives, microprint, and pamphlets?	.....	.....
4. Is there enough seating space for at least 25 percent of the student body to read and study in the library?	.....	.....
5. Is the library seating capacity ample enough to provide room for future expansion of the college?	.....	.....
6. Does the library provide an atmosphere conducive to intellectual effort? Is the library quiet and pleasant, adequately ventilated and well lighted?	.....	.....
7. Are the work quarters planned for future additions to the library staff, and do they contain 125 square feet of floor space per person?	.....	.....
8. Is the library furniture sturdy, comfortable, and attractive? Is an adequate space of 3 feet by 2 feet allowed for each reader at the library tables?	.....	.....
9. Is there a variety of kinds of seating available in the library, e.g., carrels, table seats, comfortable lounge chairs, and low benches?	.....	.....
10. Are 25 square feet per reader, exclusive of stack space and staff work areas, provided in the library?	.....	.....

VII. The Quality of Library Service and its Evaluation

	I	II
1. Are statistical records kept, such as circulation figures, attendance figures, number of questions answered, number of book requests not filled, and number of inter-library loans made?	.....	.....
2. Are faculty members advised of new acquisitions?	.....	.....
3. Are faculty members involved in the selection and utilization of library materials?	.....	.....
4. Is the chief librarian consulted as new courses and curricula are added?	.....	.....
5. Do the teaching faculty and the library staff undertake joint studies of the library?	.....	.....
6. Has a recognized library consultant examined and evaluated the library in the last five years?	.....	.....

VIII. Inter-Library Cooperation

	I	II
1. Does the library cooperate with other public and college libraries in the surrounding area so that its resources are made available to the community?	.....	.....
2. Has the library entered into cooperative arrangements with other libraries in the vicinity so that specialized materials are not duplicated?	.....	.....
3. Should the two-year college be planned to give total service, not depending on neighboring libraries to provide any essential books?	.....	.....

A Tax Is Levied

"Always pay; for first or last you must pay your entire debt. Persons and events may stand for a time between you and justice, but it is only a postponement. You must pay at last your own debt. If you are wise you will dread a prosperity which only loads you with more. Benefit is the end of nature. But for every benefit you receive, a tax is levied."

Emerson
Compensation

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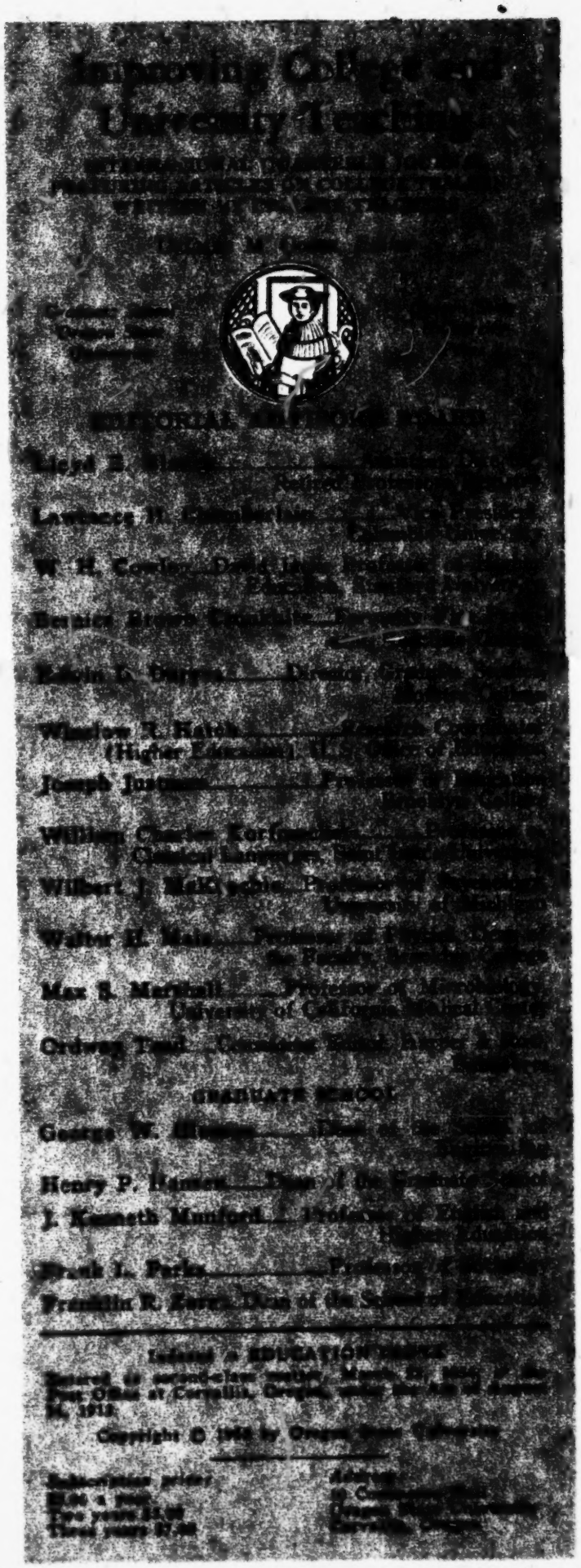

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The Editor's Uneasy Ch

To read Dr Jerome Bruner's widely claimed "On Knowing" is a heartening perience. Such a book has been for v overdue. One could only w for a book like it concer more especially with teaching at the col and university level. It is gratifying to fin brilliant psychologist who has worked at frontier of his specialty interested practic in the application of psychology in educat and both discerning and lucid in his interp tations.

The Credos of John and Jerome

The book's excellence and timeliness exemplified in the chapter "After John Dew What?" The five basic points of Dewe 1897 Credo are briefly stated. Their 1962 placements as conceived by Bruner are pounded with the penetration and fascinat that characterize the whole book.

We know that Dewey's child-centered ucation was valid even though it led to surdities. We have not yet caught up w him, nor has he been cleared of the dam that misguided disciples committed agai him. The great gap between the concepti of a prophet and the performance of his lowers means a shadow over the figure Dewey as over many another in the history man. The placing of John Dewey in the p is a sobering fact to face.

While for Bruner the student is avowe a central concern throughout, the emphasi placed upon two principles: (1) "The str ture of knowledge—its connectedness and derivations that make one idea follow fr another—is the proper emphasis in edu tion." (2) "The unity of knowledge is to found within knowledge itself, if the kno edge is worth mastering." The pursuit o

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